R E P O R T R E S U M E S

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THINKING, FEELING, EXPERIENCING--TOWARD REALIZATION OF FULL POTENTIAL.

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THE EDUCATIONAL PROCESS CONDUCTED BY ANY SCHOOL SYSTEM INVOLVES MUCH MORE THAN THE PRESENTATION OF FACTS TO BE LEARNED OR THE DISCIPLINING OF UNDESIRABLE BEHAVIOR. THE TEACHER SHOULD INSPIRE THE PUPIL TO WANT TO LEARN AND TO UNDERSTAND AND SHOULD SEEK THE PROGRAM OR CURRICULUM MOST CONDUCIVE TO REALIZING THE FULL POTENTIAL OF THE PUPIL'S ABILITIES, PARTICULARLY HIS CREATIVE POTENTIAL. THE EFFORTS OF THE TEACHER TO ARRANGE PUPIL ACTIVITIES INVOLVING THINKING, FEELING, AND EXPERIENCING ARE MOST NECESSARY AND ARE MOST FLEXIBLE IN THE FIRST YEARS OF SCHOOL. AT THIS TIME THE ACADEMIC CURRICULUM IS NOT VERY INTENSE, AND THE EMPHASIS IS MORE ON THE GENERAL DEVELOPMENT OF BASIC SKILLS AND ABILITIES. INCLUDED AMONG THE BASIC SKILLS AND EXPERIENCES NEEDING SENSITIVE ATTENTION AND GUIDANCE BY THE TEACHER ARE (1) SELF-EXPRESSION, (2) THE CAPACITY TO THINK, IMAGINE, AND REFLECT, (3) SELF-CONFIDENCE AND THE EXPERIENCE OF SUCCESS, (4) A SENSE OF SOCIAL BEING AND RESPONSIBILITY, AND (5) THE GROWTH OF THE CHILD'S MIND AND PERSONALITY FROM ENCOUNTERING NEW IDEAS, OBJECTS, AND SITUATIONS. NOT ONLY MUST THE PUPIL BE INTRODUCED TO AN EXPANSIVE, CREATIVE, AND IMAGINATIVE ENVIRONMENT AT SCHOOL, BUT ALSO THE TEACHER MUST BE CAPABLE OF MENTAL GROWTH AND CONTINUED SELF-ACTUALIZATION. A TEACHER COGNIZANT OF HER OWN NEED FOR CONTINUAL INTELLECTUAL GROWTH WILL BE MORE LIKELY TO APPRECIATE AND TO BE ABLE TO PROVIDE FOR THE EDUCATIONAL NEEDS OF HER PUPILS. A CREATIVE, CHALLENGING ENVIRONMENT CAN AND MUST EXIST IN NURSERY SCHOOL, KINDERGARTEN, PRIMARY, AND UPPER ELEMENTARY CLASSROOMS. TO SOME DEGREE, THAT ENVIRONMENT SHOULD BE PRESENT THROUGHOUT THE WHOLE FORMAL EDUCATIVE PROCESS, INCLUDING TEACHER EDUCATION. IT IS IMPERATIVE THAT THE TEACHER GAIN THE INSIGHT INTO THE NATURE OF SUCH AN ENVIRONMENT FOR IT IS HER RESPONSIBILITY TO PROVIDE SUCH FOR HER PUPILS. THIS DOCUMENT IS AVAILABLE FOR $0.75 FROM NEA, 1201 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036. (WD)

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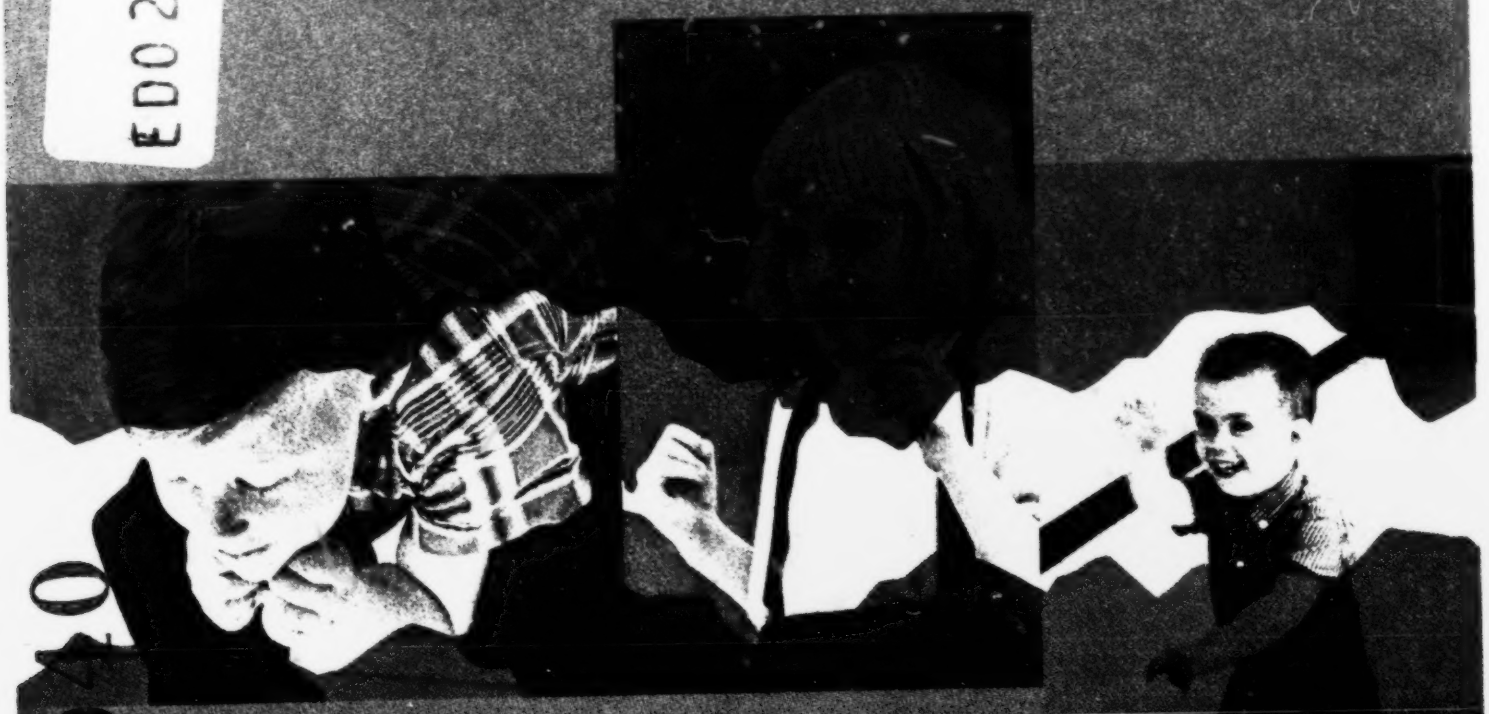

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Preface

Creativity is of basic significance in our democratic living. It is the avenue for greater realization of individual potential and development of increased skills in thinking—thinking understood as problem solving, critical evaluation, and creative approach.

To develop creativity is to offer the individual—child or adult—richer and more effective living.

To realize creativity one must think, feel, and experience in an accepting and accepted environment.

We are deeply indebted to Margaret Woods for this excellent publication which will serve many in their guidance of children in the development of creativity through thinking, feeling, and experiencing. No phase of elementary education, we realize today, is so little understood and consequently so much neglected by teachers as creativity—and thus its wealth of contributions to self-realization, mental health, and thinking processes is lost or lessened.

Only a teacher, an artist, and a photographer with sensitivity and understanding of children could give us a booklet such as this. Between its covers these three creative people have developed for you a delightful educational experience. As teachers we cannot help but profit from such a contribution.

MYRTLE IMHOFF, Orange County State College
Chairman, Publications Committee
Department of Elementary-Kindergarten-Nursery Education, National Education Association

Success and failure have ever been parts of living, and the problems presented by the space age, rather than suggesting relief, seem to challenge one's power to accept praise or censure. The effectiveness of one's response reflects the wisdom and skills which one has learned because, at some time, insightful teachers and parents provided opportunities for thinking, feeling, and experiencing.

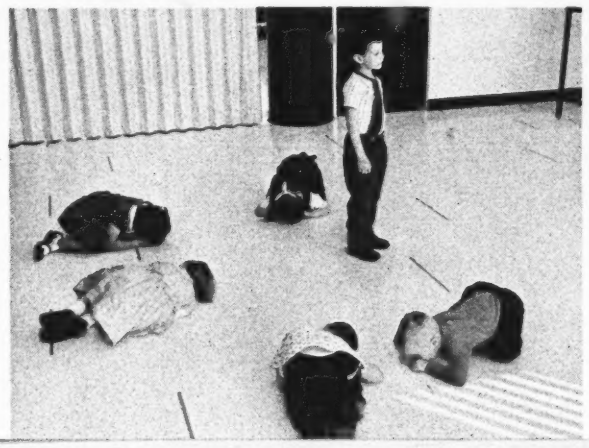
Carefully planned creative experiences can dramatize everyday problems, and in the process of living out the incident the learner has an opportunity to draw upon his creative abilities, to try out new ideas or procedures for attack, to move toward the realization of his full potential. Although little is known about the creative process, considerable evidence accumulating from studies and experiments indicates that as children tend to respond creatively they develop the courage and confidence necessary for effective problem solving. It is possible, too, that research in intuitive thinking as revealed in

creative situations may soon contribute clues to the development of happy, productive citizens in a democratic society.

The purpose of this bulletin is twofold: (a) to assist parents and classroom teachers to become more aware of the contribution of activities involving thinking, feeling, and experiencing, in the moral and spiritual, emotional, and intellectual growth of the child, and (b) to share ideas which have proven successful in helping children and their teachers work toward fulfillment of individual potentials.

The observable behavior that is recorded in photographs throughout this book reveals the thinking (some of which is intuitive), the feeling, and the experiencing of children at work solving problems through carefully planned rhythmic activities and dramatizations.

Innate human capacities lie in wait, ready to grow. Throughout the period of early growth and development, children intuitively seek appropriate means for the expression



of thoughts and feelings to satisfy an intense urge to move forward, beyond their present status. Through continual opportunities for thinking, feeling, and experiencing, a child's capacity to become is influenced to the fullest. Readiness for and receptivity to new learning occur. The child's unique expression is encouraged, accepted, and subtly refined and channeled. Freedom to be one's self produces growth which is characterized by a smooth forward movement—in the direction of integration. The feeling of having contributed proves satisfying and stimulating to the child. Always "on the grow," the child is able to raise his level of behavior and move toward effective living. A desire for self-improvement serves as a leavening agent in any undertaking.

Accompanying such opportunities for self-fulfillment through involvement is a focusing on goals which are important to the child. Willingness to accept responsibility follows naturally, where it belongs; the child assumes the obligations which he contracted. The

ensuing satisfaction in successful planning and doing brings courage and wisdom into the life of the child.

Expression of thoughts and feelings, when subtly channeled, increases the power to act and tempers this power with wisdom. When hostile feelings cripple that power, provision must be made for release of mixed emotions through acceptable channels. Slowly, as he works toward self-understanding, the child gains insight into his problems. Here are opportunities to learn how to cope with failure, to make it serve as a stepping stone to success.

The key to guiding children to self-fulfillment lies in seizing, each day, those moments which have potential for involving children in thinking, feeling, and experiencing. As skilled, sensitive teachers exploit such moments, there will most surely begin to emerge individuals who are eager and able to meet and cope with challenge and change.

Environment for the Child

In the average classroom, time must be reckoned with. But in those classrooms where emphasis is placed on generating energy and enthusiasm for learning, only subtle pressures exist. Teachers sensitive to the need for time to develop the capacity to think, to feel, and to experience, counteract pressures by providing children with an unlimited resource—the power which comes from experiencing success.

Where repeated failures have built up feelings of inadequacy, the importance of time to develop receptivity to learning cannot be overemphasized. In any classroom, steady growth toward quality of living and learning is fostered when there is time to do the following:

Time to wonder, for here begins realization of an infinite power.

Intellectual curiosity is stimulated; a search for solutions becomes the pattern for learning; and children increasingly experience a sense of accomplishment when children and adults take time to wonder—Why does the skin of a tree crack? What is the lamb made of? Why do beans come up dead? What makes chickens so friendly? Why does a caterpillar have so many wrinkles when he's so young? Why is a polliwog's nest made of jelly? Why doesn't the rain stop when the puddle is full?

Time to imagine, for here is a source of developing insights and the courage to meet the unknown.

Using imagination is as natural and necessary to the child as eating and sleeping; it is the child's built-in aid for channeling strong feelings, for acquiring an understand-

ing of self, for arriving at worthy conclusions. Many opportunities to relive the past and anticipate the future are found in social studies:

"Suppose you are Lewis or Clark mapping out plans for exploration. How do you feel about exploring in unknown territory? How would you map out plans? Whom would you take with you? Why?"

"Imagine you are Colonel Glenn, closed up tight in the capsule, waiting, waiting. How do you feel? What are your thoughts?"

Dramatizing a dreaded first experience provides practice and overcomes fear of the unknown: pretend an inoculation against polio with explanation from the children of what it is and why it is necessary; pretend the crossing of a street that is heavily traveled.

Other exercises of imagination include being a caterpillar—spinning a cocoon, resting to gain strength, struggling out of the dark, emerging as a beautiful winged creature; being a swing—feeling the rhythm of swinging high, as high as physical skills and courage will allow.

Time to be alone with one's thoughts, for here is a source of strength as one clarifies and refines ideas.

Moments which are spent in curiosity corners pondering over the power of a magnet or in the library becoming acquainted with new friends between the covers of

a book help a child check on his past learnings. Identifying with a snowflake that drifts lazily toward a fir tree challenges innate powers of expression.

Time to be alert, for here is a source of preparedness.

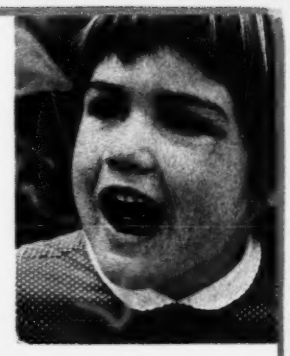
Such suggestions as the following result in acceptance of necessary routines, a readiness to respond automatically, and an anticipation of new experiences: "When the clock strikes two, let's be ready to. . . ." "How could it be done differently?" "Let's listen as Martha tells how to operate the recorder. Can you think of another way to learn the operation?"

Questions which invite contributions activate unique thoughts and feelings and promote adequacy of expression.

Time to be helpful, for here is a source of learning thoughtfulness and social maturity.

Self-discipline develops when the self is submerged in a desire to be helpful. Discussions of ways of moving when some members of the group are handicapped helps children to develop thoughtfulness and awareness of unique situations. Situations such as one in which the child with crutches is dismissed with his classmates rather than sent off early to avoid being pushed can provide opportunities to practice consideration of others, until it becomes habitual behavior.

Time to develop awe and appreciation of living things, for here is a source of humility and respect for life, especially human life.



Children develop a feeling of compassion and an urge to be of assistance as they care for small animals in the classroom and have opportunities to observe a chick struggling out of a shell or a young bird attempting to fly.

Time to appreciate other's ideas, for here is a source of respect for the individual and for a variety of opinions.

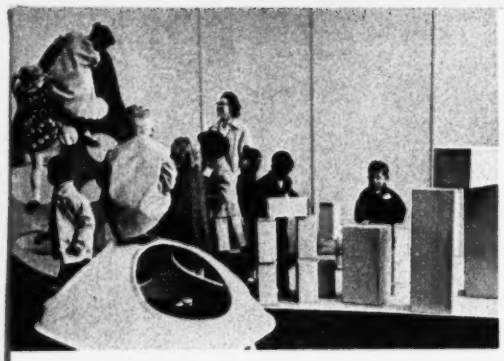
Signs of changing seasons can be seized as opportunities for sharing ideas. Problems of social relationships, such as quarrels on the playground and authority of safety patrol, furnish firsthand experiences to which children can readily relate. Clear-cut communication comes easily when everyday events and a variety of media, such as sketching, dramatizing, and telling, are utilized.

Time to be thankful, for here is a source of humility.

Expressed appreciation enlarges one's quality of insight and invites one's best contribution. Children can be encouraged to recognize and acknowledge the value of little things: the warmth of the sun on a chilly day; moisture in the form of raindrops to aid growth of plants; clean, shiny windows—the custodian's work; the principal's interest in classroom work; the postman's delivery of an artifact from the museum.

Time to make wise choices, for here are sources of self-confidence.

Teacher-pupil planning sets the stage, provides the structure within which the learner operates. Goals and deadlines are set, activities are listed, and teacher guidance is



ever-present. But the child learns to make choices independently, to move self-confidently toward his goals. The child, ready to share with students in his class, is helped to expect a good listening audience by a teacher's suggestion, "When you have a good audience, begin."

Time to "stretch the mind," to contemplate nature and outer space, for here is a source of vision.

The law of the universe is a challenging force—day follows night in a never-ending cycle; fields nurture the seed and yield grain, which in turn becomes seed to yield grain season upon season. Children begin to grasp the meaning of the continuous flow of life in a process labeled nature.

Time to discover the new and relate the known, for here is a source of continuous learning.

An attitude of inquiry grows in an environment filled with objects that arouse intellectual curiosity. Self-motivation persists where opportunities for exploration and investigation are available in an atmosphere of research; for example, moisture condensing in a terrarium.

Time to evaluate, for here is a source of growth and satisfaction resulting from purposeful planning.

Children who help formulate plans eagerly anticipate outcomes. A red brick wall constructed by five-year-old boys and girls entailed planning size of bricks and measur-

ing and cutting the bricks from paper painted red. A follow-up evaluation proved the experience encouraged group cooperation and accuracy.

Time to be generous with that which can be neither purchased nor packaged, for here is a source of support for the inexperienced, the learner.

Small appreciations expressed by teachers exert favorable influences, particularly in encouraging good human relationships. Such comments as these encourage children to work toward self-fulfillment: "I like the way you children worked together and helped each other today." "The reporters of this committee really unearthed some interesting facts—information that is not easy to find."

Time to feel success as a result of hard work, for here is a source of courage to adventure.

Children need to know how it feels to be successful. To a slow learner, realization that a word has been spelled correctly, even though four attempts have been made, provides opportunity to recognize achievement.

Innate capacities develop to the fullest in an environment filled with opportunities for thinking, feeling, and experiencing. Sometimes blocks to learning disappear as children have time to respond in a natural manner that is satisfying and stimulating. It is the teacher's responsibility to provide children with many unhurried ways of knowing and responding effectively as they strive for self-fulfillment.

Environment for the Teacher

"Time to" must have a place in the teacher's schedule of living. Do take time to accept the invitation of one teacher who writes:

The world is so full of beautiful things
Oh, won't you take time to see
Lay aside every care and just for awhile
Go for a walk with me.

Have you seen the daisies with smiling faces
Or the rainbow arched in the sky?
Have you watched a river flow joyously onward
And the soft white clouds drift by?

Have you seen the trees all dressed in green
Lift their arms to the Father above?
Have you seen a mother care for her own
With deep and tender love?

Does your heart thrill as you lift your eyes
To the heavens in all their glory?
The gold of the sunset, the silver of stars,
Each tell their own precious story.

Have you heard the robin at break of day
Or the churchbells chime in the steeple?
Have you heard the heartbeat of those you love?
Have you listened to people?

Have you ever listened to Nature speak
In the rain and the snow and the sun?
Or watched the sea as it kissed the shore
Or heard the words, "well done"?

Have you ever smelled the fragrance
Of a cherry tree in bloom?
Or smelled with deep delight and joy
In the trunk in Grandma's room?

Do you know what the forest smells like
After a clean spring rain?
Or the fresh scent of the country
When the fields are ripe with grain?

Have you ever felt the sunbeams
Dance upon your skin?
Or felt the joy of perfect peace
That wells up from within?

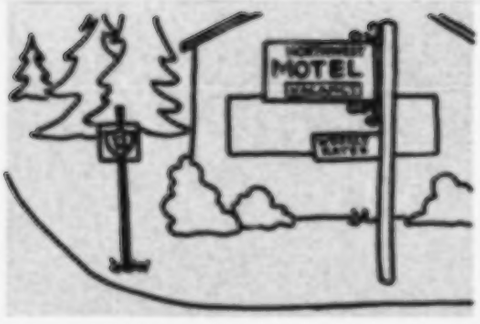
If these things somehow speak to you
Then perhaps you understand
That God created all of these
And He holds them in His hand.

Teachers who have ability to become aware of and involved in such opportunities for thinking, feeling, and experiencing seem to possess that magical power which brings about instant rapport with children and creates an environment necessary to ready the child for receptivity to learning.

Teachers who have an interest in developing a keen sensitivity toward people and things might consider the following question to develop the art of thinking and feeling: How would you feel standing in a room completely filled with your favorite color?

One teacher expressed her thoughts and feelings as she wrote:

Black is the night sky turned onyx, shimmering bright
It's peace, rest, quiet sleep when anxious moments take flight
It's terror, intrigue, and a bomb dropped at night.
Black is earth with bright gems hidden deep in its bed,
Potter's clay, pregnant soil from which mankind is fed,
And it's strewn "dust to dust" on the graves of the dead.
Black is maker of history, countries, kings, and great men,
When it flows onto paper with the stroke of a pen.
And a fathomless pit for shattered dreams—"might-have-beens."
Black is formals, symphonies, dignified and refined. . . .
And it's poverty, hunger, the lonely, the blind.
Black is robed at the altar, christening wee, silky heads,
Giving hope to the heartsick, blessing lovers just wed.
And black's robed in the court, breaking homes when love's dead.
Black is art in the National Gallery, D.C.,



"The Matador's" rich black with its message to me.
And it's smudged thumbprints of criminals who are no longer.
Black's refined, enigmatic, compelling, emphatic,
It's intriguing, strategic, accenting, ecstatic
And when I wear black I feel refined and dramatic.
I like to wear black.

The same question presented in a language arts class to fifth-grade boys and girls in an environment readied for expression of thoughts and feelings brought the following response:

Pink is the color I like the best,
If I were a bird I'd put pink in my nest.
Babies wear pink and so do you,
I'm not a baby but I like pink too.
Look out in the yard with spring in the air
And put a pink cherry blossom into your hair.
Roses are pink and so are carnations
Pink is the favorite all over the nation.

Another student wrote: "I love red! Whenever my daddy comes home from a trip he brings me a bright red dress. Whenever I go to the grocery store I buy a can with a bright red label—that is, if I can find what I need. Whenever my mother gets mad, boy, does she see red! Yes, there's an awful lot of color in red—but I love it!"

Expressions follow closely on the heels of strong impressions when teachers are sensitive to the beauty of surroundings and to the child's innate urge for expression. Endless opportunities for development of skills in communication exist as teachers train eyes to see.

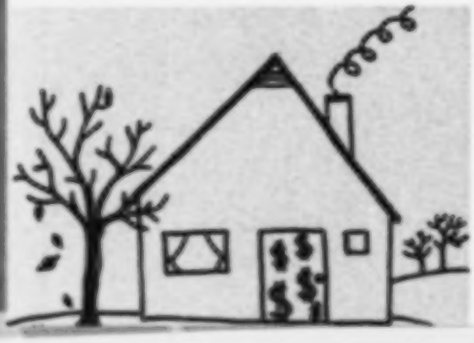
Pursuing the idea of developing the powers of thinking, feeling, and expressing through observation of weather, the question was raised, "What tells you that Jack Frost is just around the corner?" Observations of teachers include the following: "silvery spider webs struggling to hold up fresh dew drops," "turning on defrosters when starting the car in early morn," "the cat resuming his customary cold weather habit of sleeping with his tummy against the hot-air register."

When a class of teachers was asked for signs that "old man winter" was just around the corner, one teacher conveyed the following feelings:

Into my bedroom I tiptoe,
Barefooted;
Sleepily grope for the covers
In haste;
Ah! This bed will feel
Marvelous.
I sit on the edge
Removing
My slippers—and off they go!
In I plunge, feet
To the bottom.
Oh! Brrrr! How I hate these sheets,
Clammy!
The electric blanket is
Off!

One teacher communicated her feelings through the sketches on this page.

One blind teacher indicated winter's nearness by sharing a description of difficulties of drivers starting cars parked outside her apartment: "It seems to take much longer now to start the motors."



When teachers take time to increase feeling for and appreciation of the world about them, an intangible quality which contributes meaning to life appears. Teachers who continue to enhance powers of self-expression through a variety of media help themselves and their children grow in ability to communicate clearly and effectively.

Flights into space have brought an increased wonder about distance. Words like *up* become increasingly significant, stimulating a quest for information. Up has a variety of meanings, of which some are listed below:

To one ten-year-old, "Up depends on whether you're a bug or an elephant."

To one seven-year-old girl, "Up is as high as you want it to be."

To a twelve-year-old boy, "Up is as high as you feel when something nice happens to you."

To an eight-year-old boy, "Sun, stars, and Pluto are what some people think are high, but nobody knows if there's anything higher than heaven."

To a nine-year-old girl, "To an ant, a wheat stalk must be as far as up."

One teacher wrote the following poem about her meaning of up:

"Mommy, how far is up?" my child said
As she tried to delay her climbing in bed.
"Is it way in the clouds, close to the sky,
Or does it pass heaven—being so high?"

"Up," I said, "can be many things,
A measure of distance, or what success brings.
The climb of a scale, a better position,
The keeping up of a beloved tradition.

"The rise of a mountain, the ascent of a hill,
A flight in a plane, a dream to fulfill.
Yet up, my dear, ascends with time,
And sometimes there's heartache along the climb.

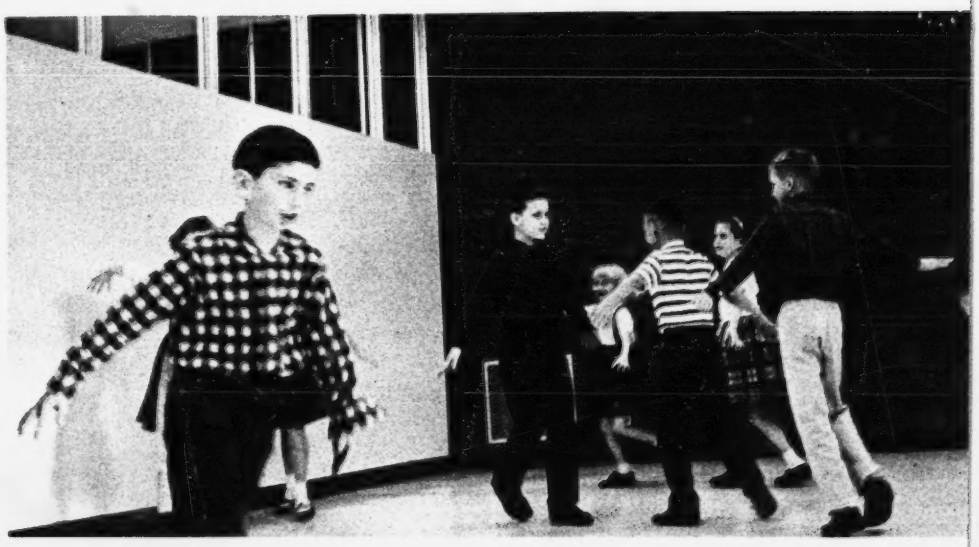
"Up is as far as you're willing to reach.
And if at that plateau, you're starting to teach,
Still be taught to climb higher each day,
In the upward march, on life's tiring way.

"Up," said I, "is as far as you care
To dream your dreams—with clouds to share.
Up is a symbol of work being done,
Stretching for betterment—up towards the sun.

"Up to you, my dearest child,
May simply mean just but a mile.
The castles are fairies—lodged high in your mind,
The joy of dolls and nursery rhymes.

"Or learning to walk up simple stairs
Or dreaming of space ships up in the air."
"How high is up?" her sleepy eyes tired,
As my angel answered just what she queried.

"Up means meeting every day
One step at a time—but in the right way.
Climbing securely the path to be trod,
And being assisted, encouraged by God."



Creative Experiences in the Classroom

Nursery School . . . Kindergarten-Primary . . .
Upper Elementary . . . Teacher Education

Living is filled with great expectations in a friendly but challenging environment which is geared to the interests and experiences of learners. Creative thoughts and feelings of children and adults flow like water from the tap. Interest runs high; the learner is inspired to do his best. Whether aged 5 or 55, there is evidence of a keen desire to learn; the time for teaching is right.

Participation in creative experiences affords the learner opportunity to work toward self-fulfillment. Through a process of thinking, feeling, and experiencing, an eagerness for sharing and a genuine satisfaction in expression of ideas is apparent. Slowly but surely pillars of courage and confidence are erected to withstand pressures of even the most baffling situations.

Use of imagination for all human beings, and particularly for very young children, is as natural as eating and sleeping. We certainly are aware of the damaging effects of removing opportunities for food and rest. Research accurately describes the devastating effects of lack of provision for constructive outlets of imagination, of the thoughtless erection of impenetrable barriers.

To counteract such negative action and, in some cases, to remove the already existing effects of neglect, the activities described below, in which children and teachers have expressed mutual enjoyment, have been profitable.

Nursery School

Spontaneous play of the very young child in nursery school presents a picture of strong but graceful living through imaginative activity. He is in the full swing of attempting to solve problems, to understand himself, and to arrive at worthwhile conclusions. Since imagination facilitates invention of workable solutions, the child is delighted with but most critical of results.

Dressing for cold or rainy weather helped one group of very young children acquire better ways of knowing and working.

In the teacher's query, "How can we get ready for play in today's weather?" was an opportunity to wade through imaginary rain-filled puddles without being scolded by mother. It prompted the following replies:

"We'll have to wear our jackets and raincoats and zip them all the way up," stated Don.

"I can put my boots on, all by myself," said Richard.

"If I get my boots zipped up to the top, I can go through a little water puddle, but not big enough to get inside," said Frederick.

"I always zip up my jacket because I might get chills and have to stay inside like my sister did. Boy, she'll never wade in a deep puddle again," said Molly.

"I always zip up my own jacket and put on my own boots because mommy has to hold Jennie. She doesn't have any more hands left, but she says I'm a good helper to her," Mike emphasized.

The teacher accepted all comments, subtly refining, encouraging real thinking and the best solutions with questions such as "How do you think we might walk so that water won't get inside our boots?"

Penny, carefully lifting her skirts, tiptoed through an imaginary puddle. Praise from the teacher and children for her care in walking to keep from splashing brought similar yet unique responses.

Strong emotions find outlets in dramatic play. Jerking on boots and pulling off an imaginary button from a jacket are examples. Providing time for sewing on the button while the class waits indicates acceptance of the act, but develops a growing awareness that each is responsible for his actions. Make-believe is invaluable in helping children handle their own behavior and adjust to new situations.

Kindergarten-Primary

One of the most effective ways to "fire" children to learn is to provide an environment in which the learner is free, within certain limits, to discover, to decide, to delight in knowing. A bowl filled with tadpoles causes kindergarten children to wonder about the

"jelly nests" they use for homes, why their tails have so much "push," how they steer, how legs push out and if it feels like our new teeth coming in. Such strong impressions through observation of living things are meaningful experiences which can be provided by the teacher.

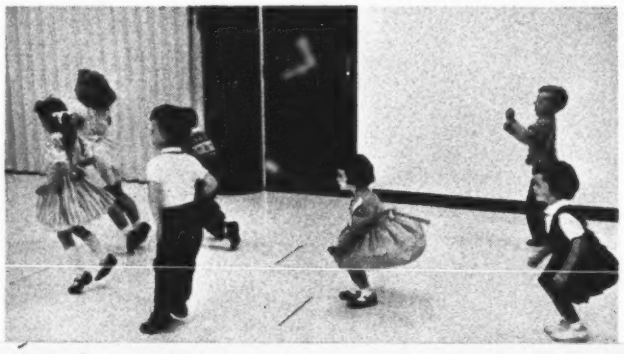
Rhythmic movements suggested by recordings such as "Valse Serenade" assist children in simulating movements of the polliwog and the frog. Such movement is encouraged by comments and suggestions such as the following:

"Let's imagine we are swimming around in a big goldfish bowl. Let the music tell you how to move. I wonder what we will see as we glide around inside the glass wall." The children wait for the musical cue to start swimming. When the music stops, the teacher might suggest, "Let's find out what some of the polliwogs saw on their trip around the bowl."

Sylvia's eyes were dancing with excitement. "I saw a big frog up on a leaf on the water! As soon as I get legs, I'll get lungs so I can go up with him."

"I saw a little boy looking at me through the bowl. If he reaches in I'll move fast to get away."

Subsequent study of the life cycle of the frog, partly through rhythmic experiencing, clarifies meanings and sharpens appetites for additional knowledge of growth and development of other living things.



All elements in nature provide inexhaustible sources of inspiration and desire for expression: a strong wind brushing the branches against the windowpane; brilliantly tinted maple leaves whose dance has been arranged by nature's choreographer; the first snowflakes on a merry whirl to earth, preparing a blanket for bulbs which remain at their winter resort.

Creative experiences in kindergarten and primary grades in many instances are interchangeable. With the exception of vocabulary and interests, procedures vary little. The activity described below can easily be adapted for use with children of all ages:

Children enjoy making an imaginary birthday cake as much or more than having a real one at home. For one child in the classroom, it may be the only cake he has ever enjoyed or the first time there has been an invitation to share something of his very own.

Ronald entered the room with a cheery "Today is my birthday, but I don't get to have any cake." The teacher's assurance that a big enough cake for all to share can be made in the room delighted Ronald.

"Boys and girls, today is Ronald's birthday. Let's pretend that we are the best cake-makers and bakers in the land. First, let's make a circle as round as a cake." Praise for those who helped in the formation of a circle encouraged others to follow suit. "I like the way Jean is helping to make the cake really round. I can see that Jim knows how." Those who became tempted to stretch the circle out of shape soon began to cooperate.

"Just imagine getting to bake a cake for somebody's birthday. How do you feel about being given such a responsibility?"

"I'll have to work the best I ever have, just like when I worked so hard to get every word right in the spelling test," commented Ann.

"What should we do first?" asked the teacher.

"My mom always puts on an apron because she might spill flour."

"My mom says always to wash the germs off your hands. We don't want a germ cake." Plans took shape through thought-provoking questions of the teacher, always moving in the direction of planned goals.

"What are some of the utensils we will need?" "A small spoon for a teaspoon. It holds the strong stuff—that makes the batter go up like an elevator."

"My mother uses a big spoon for stirring and two cups for measuring. You don't have to have two cups if you measure the dry things first."

Discussion of the utensils needed was followed by discussion of the ingredients that would be used. Someone suggested that the oven be turned on so that it would be ready to bake. Another suddenly remembered a recipe loaned to a next-door neighbor.

The teacher guided in measuring, mixing, and pouring. Care in removing bubbles evoked a discussion about why bubbles of air make holes in the cake instead of making the batter lighter. A follow-up experiment helped to clarify this learning.

This comment was overheard when the cake was ready to go in the oven: "Why didn't we think and use a cake mix? But I guess this is much more fun!"

Later, the mixing of the frosting of imaginary powdered sugar and the selection of coloring and flavoring provided a do-it-yourself program which encouraged care in planning, producing, and evaluating, while promoting concentrated effort on the right kind of thinking and feeling in striving for success.

The teacher showered praise on those who took care in measuring and mixing and built around those actions which might, with less creative guidance, cause trouble. For example, one boy exclaimed in the midst of mixing the frosting, "Oh, I spilled all my red color. Now I can't make my frosting!" Simulated crying followed. The teacher was quick with reassurances, "Sometimes, I've had accidents too, Dan, but there's always something that can be done." With this quick turn of events, several children seized the cue and moved in to clean up the spilled coloring. Others offered their bottles of coloring. To the question, "What do you think we could do so that this won't happen again?" came one suggestion that the bottle be corked. Another indicated placement of the bottle in the middle of the table. Each suggestion from the teacher encouraged "fixing the problem" rather than "fixing the blame."

Once the process of mixing, baking, cooling, frosting was completed, the children were ready to clean up. Praise for those who carefully cleaned up and put away guided other boys and girls into self-disciplinary measures to achieve a successful experience.

The children were then ready to enjoy the cake itself. The children placed candles in a circle, and the teacher lit them as they were counted. Then, after Ronald had made

a wish, everyone blew out the flames. The suggestion that the birthday gifts should be articles that do not have to be purchased resulted in the giving of highly prized toys. It is quite evident that values which teachers hold dear play a great role in building attitudes here as well as in other situations which present themselves in the classroom.

Upper Elementary

Thinking, feeling, and experiencing can be utilized in the learning of boys and girls of the upper elementary grades in many ways. In the method described below spelling was presented as a personal experience. The gifted as well as the slow learners developed a keen desire to understand meanings as well as to achieve mastery in spelling.

One list of words included the following:

concentrate	stealthily	cautiously
pioneer	stiff	under
awe	scale	determined
haughty	curious	danger
twenty-five	courage	friendly

Boys and girls were each asked to select one word which had special meaning for them. Following careful observation of the arrangement of letters in the chosen word, children were asked to close their eyes, and visualize the word through the mind's eye. "Take another look . . . now close your eyes . . . see if you can see the word," afforded a second opportunity for those who indicated hesitancy in recognition.

One remark, "I know which one Tom will choose . . . the shortest one," called for additional reassurance from the teacher. "Who knows, the shortest word may be the most difficult one to see," brought the needed acceptance.

The procedure was explained: thoughts and feelings about the chosen word were to be expressed through pantomime. Upon recognition of the pantomime, an attempt would be made to spell the word.

The teacher demonstrated, selecting the word *stiff*. With great pretended difficulty, she seated herself, pretending her leg was stiff, covered with a cast from ankle to hip.

"Which word do you think I have chosen?" queried the teacher.

Jill replied, "I think it's *twenty-five*."

Attempting to conceal a look of surprise the teacher asked, "Why?"

"Because you acted so old."

"It might have been, Jill, but it doesn't happen to be the word that I chose."

Additional opportunities produced the correct word. Care must be taken not to block further communication by comments when incorrect answers are given.

Upon identification of the word, spelling was attempted. Members of the class checked the student's spelling either by spelling silently or by writing the word.

Members of the class may assist the speller who is hesitant to spell. The incident described here occurred in one sixth-grade classroom:

Stewart had chosen a word delightful for pantomiming but difficult to spell. While actions expressed clearly and sensitively his thoughts and feelings, two attempts at spelling failed to bring satisfaction to Stewart or to members of the class.

The teacher was supportive. "*Determined* is a difficult word to spell, Stewart. I can remember when I had trouble with it. From the determination displayed in his pantomime, I have a feeling Stewart is *determined* to arrive at the correct spelling." Then the class sounded out the word as a gesture of assistance to Stewart. With renewed confidence and determination, Stewart succeeded and returned to his desk with a glowing feeling of accomplishment.

The children were quick to evaluate:

"You can hardly miss when you see the word in your mind."

"This is fun because you don't have to do school work."

"You can do the best you know how to do and nobody grumbles," remarked Stewart.

Often a word such as *scale* necessitates several pantomimes to clarify the part of speech intended. One boy indicated through movement of arms and legs his *scaling* a tree; another followed with a clear-cut pantomime of *scaling* a salmon in the market; a girl

registered horror as she stepped on the *scales* to check her weight; still another student appeared to be reading a *scale* of notes at band practice.

Occasionally it is necessary to wait for a good audience—and to wait is a must. The first movement in the pantomime may provide a clue to the word chosen; the boy or girl ready to share the pantomime needs the respect of his classmates; members of the class need opportunities to exercise self-discipline.

As individual words are spelled by members of the class, each has the opportunity to check his own spelling by writing the word at his desk or by checking the spelling of the contributor.

Experiences that result from interaction of the children cause excitement about achieving accuracy in spelling. Then it is that a delight in knowing is experienced, a desire for clarity in communication.

Teacher Education

Since intake and output of ideas is a lifelong process, teachers add to and rework experiences of thinking, feeling, borrowing from stockpiles of learning. As long as there is life, need for learning continues. One teacher sensitively expressed that need in the poem that follows:

I am rooted deeply in the earth,
I drink freely of her life,
Yet I am not content,
Ever deeper and deeper must I probe.

I gaze on faraway sky and eagerly reach toward her.
I tremble with delight when she smiles upon me,
And weep when she weeps.
I listen to the song of the wind as she rushes by.

My branches stretch out after her but I cannot follow.

I sigh with deep longings for that which I cannot know yet.
Sometimes the world is very still and I wait
Reluctantly, thoughtfully, and grow.

But I still must grow. Rent by lightning
I weep until my wound is healed.
Wedged in by rocks I grow until they split and crumble.
Cut down, I send forth new shoots from living roots.
Still I must grow.

Teachers who appear to be constantly "on the grow" seek opportunities for continuous exercise of the senses, ever moving toward realization of creative potential. Some teachers find outlets for expression in workshops through media such as action and reaction in pantomime as the photographs indicate.

Imagine the following baseball game: There are two outs . . . bases are loaded . . . two runners must score to win the game. You are up to bat. How do you feel about it? What do you do?

Imagine jumping rope. Feel the freedom of movement developed through this and other similar pastimes.

Imagine you are a member of a prize-winning baton-twirling team. How could the audience tell that yours was the winning team? Why would it stand out above other teams? What actions characterize excellence?

Each individual possesses an intense desire to succeed. With the awareness of a problem comes a struggle to discover a satisfying solution and ultimate achievement. In the process greater forces are set in motion toward self-fulfillment. Such purposes can be realized by providing opportunities for success through application of intense effort in an imaginative activity. As one becomes prepared to meet new situations, the best of one's ability surges forth; excitement for learning reaches new heights; greater breadth and depth in meaning is attained.

Conclusion

Every teacher possesses the magical power to provide challenging educative experiences which children need to become happy, productive citizens in a democracy. Through a process of thinking, feeling, and experiencing, an intense desire to learn can be developed. The ability to give the right amount of help to each child so that he will experience successful learning and living exists in the good teacher. The majority of children are ready and willing. As Myrtle Burger has said:

"All things we desire
And strive so hard to reach
Lie freshly, like blossoms, furled
In the heart of the child we teach."

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